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ABSTRACT

A National Business Education Association (NBEA) survey (spring 1979) sought to gather information and views from NBEA members regarding the status and need for career education in business programs and to identify the types of assistance members needed to further their active participation in career education. The survey focused on four topics: (1) career education in the schools, (2) integration of career education into business education, (3) attitudes toward career education, and (4) needed assistance. Findings indicated that about half of the respondents worked in school and school districts where career education programs existed. Seventy-five percent integrated career education on a daily or weekly basis. The most frequent problems anticipated in increasing time spent on career education included not enough instructional time, lack of money, and low priority of career education integration. Attitudes toward career education were mostly positive, and respondents favored their continued and increased participation in career education. Respondents wanted services and materials of all kinds related to what and how they taught and regarded NBEA as a suitable agent for them. Career education information needed included information on instructional materials and teaching techniques. State education agencies, NBEA, and local school districts were preferred as sources of career education information. (The questionnaire is appended.) (YLB)

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CAREER EDUCATION IN BUSINESS EDUCATION

4

Current Status and Future Direction

by
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NATIONAL INSTITUTE OF EDUCATION

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4

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This publication is one of four in a series of career education materials developed under a contract with the Department of Health, Education, and Welfare, U.S. Office of Education, and is another of the many services of the National Business Education Association. These materials were developed as a part of a project funded at least in part with federal funds from the Department of Health, Education, and Welfare under contract number 300-78-0414.

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Preface

In late 1976 and early 1977, an NBEA career education study committee met in Reston, Virginia, to discuss career education and the potential role of business education in this movement. The group later met with Kenneth Hoyt, director of the Office of Career Education, and participated in a series of mini-conferences sponsored by OCE. This committee then presented a report to the NBEA Executive Board which recommended that NBEA should become a major channel of communication for disseminating information about career education and that a major effort be made to develop an effective delivery system to reach the classroom business teacher. Subsequently, the NBEA Convention in the spring of 1978 emphasized career education and its implementation in business education.

In the fall of 1978, the National Business Education Association, along with six other national professional associations,* was awarded a contract to participate in a national career education project funded by the Office of Career Education of the U.S. Office of Education. The contract was designed to implement a proposal submitted by NBEA entitled "Retraining Business Teachers in the Development and Dissemination of Career Education Concepts in Business Education."

A national task force on career education was appointed to include representatives from all areas of business education. This task force, which guided the work of the entire project, included the following: Lucille T. Stoddard, Utah Technical College, Provo; Merle W. Wood, Oakland Public Schools, Oakland, California; Victor Van Hook, Oklahoma State Department of Vocational-Technical Education, Stillwater; Celestine Mongo, Detroit Public Schools, Detroit, Michigan; Clay V. Sink, University of Rhode Island, Kingston; Marla Peterson, National Center for Research in Vocational Education, The Ohio State University, Columbus; Alton V. Finch, University of Mississippi, University; Calfrey C. Calhoun, University of Georgia, Athens; and O. J. Byrnside, Jr., National Business Education Association, Reston, Virginia.

A number of special activities and publications resulted from this project:

1. A *Classroom Teachers Handbook* containing examples of teaching materials illustrating career education concepts such as occupational and economic awareness, self-image and self-awareness, awareness of work values and habits, human relationships, career decision making, and job seeking and maintaining

*American Alliance for Health, Physical Education, Recreation, and Dance; Council for Exceptional Children; National Art Education Association; National Council for the Social Studies; National Council of Teachers of English; and National Science Teachers Association.

2. A monograph, *Methods for Involving the Business Community*, dealing with techniques for increasing communication between the professional world of business and business education.
3. A monograph, *Strategies for Implementation*, covering strategies, methods, and practices best suited for infusing career education into the teaching of business
4. A monograph, *Current Status and Future Direction*, reporting the results of an NBEA survey of business teachers' views about career education concepts and identifying services and materials teachers need to implement career education
5. A national training seminar and five regional training seminars in career education
6. Four newsletters describing project activities
7. A column in *Business Education Forum* (Career Education Corner) that highlighted project activities throughout the contract.

This project has represented a milestone in the Association's efforts to develop a national program to help members identify needed career education reforms and to provide them with assistance in carrying out needed changes in the classroom. The National Business Education Association extends special thanks to the Office of Career Education of the U.S. Office of Education, members of the task force on career education, and the many others who made major contributions to the success of this project.

Calfrey C. Calhoun
Project Director

O. J. Byrnside, Jr.
Project Administrator

Introduction

One of the major activities undertaken by the National Business Education Association in conjunction with the national career education project was a survey concerning current practices and assistance needed in career education. The purpose of the NBEA survey, which was conducted in the spring of 1979, was to gather information and views from Association members regarding the status and need for career education in business programs and to identify the types of assistance members needed to further their active participation in career education.

A relatively short timeline necessitated that data collection and project analysis be subcontracted to Policy Studies in Education, a division of the Academy for Educational Development. A random sample of 3,500 NBEA members, representing a cross section of the entire membership, was selected to participate in the survey. Approximately 60 percent returned usable questionnaires. In accordance with instructions from the U.S. Office of Education, a control group of 400 respondents was identified from the larger sample, and 95 percent of this group returned usable questionnaires.

The survey instrument utilized in the study is contained in the Appendix of this monograph. It focused on four topics:

1. The status of career education in the respondent schools and preferred approaches for implementing career education goals
2. The current practices and future expectations of members in integrating career education into business courses
3. Members' attitudes toward career education
4. The assistance members desired from NBEA in furthering career education.

In addition, the survey gathered information to profile the respondents as to age, current position, type of community, types of students taught, and so on. The questionnaire used in the survey could also provide an excellent vehicle for conducting a comprehensive survey of career education in a given school, school system, or geographic district.

The NBEA Survey of Professional Business Educators involved the cooperation and services of many people. We wish to thank Henry M. Brickell, formerly of the Academy for Educational Development, New York, New York, for assistance in the design of the study; Carol B. Aslanian of the Academy for Educational Development for assistance

in developing the survey instrument, administering the survey, and analyzing and interpreting data; and Tony McDowell who served as the Academy's liaison with NBEA and assisted in the follow-up to the basic questionnaire.

Appreciation is also expressed to Kenneth B. Hoyt, director of the Office of Career Education, whose encouragement and assistance was instrumental in the initiation of the study; Gerald Elbers and Sidney High of the Office of Career Education; and the NBEA headquarters staff.

We are especially grateful for the time, interest, and ideas of those NBEA members who participated in the survey. The quantity and quality of the unsolicited comments on the completed questionnaires documented strong interest among business educators in continuing to implement career education in their field.

Calfrey C. Calhoun
Project Director

PROFILE OF RESPONDENTS

Through the Career Education Survey of Professional Business Educators, information was collected from the respondents to characterize them in personal and professional ways. The information helped to determine the representativeness of the survey respondents for the NBEA membership as a whole and to understand the particular circumstances of backgrounds of the respondents that may influence their answers. For both purposes, the set of responses from the NBEA members who participated in this survey proved to be a sound underpinning to the findings and recommendations presented.

The personal and professional characteristics of the respondents are summarized as follows.

Sex

As shown in Table 1, an overwhelming majority of the survey respondents were female—84 percent.

TABLE 1

SEX OF RESPONDENTS

Sex	*Percent*
Male	16
Female	84

Age

Approximately half of the respondents (47 percent) were within the ages of 31 through 45; 23 percent, age 30 and below; and 30 percent, above age 45, as indicated in Table 2.

TABLE 2

AGE OF RESPONDENTS

Age	*Percent*
Under 21	0*
21-30	23
31-45	47
46-55	21
56 and over	9

*0 = *less than 1 percent.*

Ethnic Background

Table 3 reveals that 94 percent of the respondents were white and 5 percent were black.

TABLE 3

ETHNIC BACKGROUND OF RESPONDENTS

Background	*Percent*
White	94
Black	5
Hispanic	0*
Asian or Pacific Islands	0
American Indian or Alaskan Native	0

*0 = less than 1 percent.

Current Position

Survey results reflect the opinions of faculty members—teachers, instructors, and professors. Over 90 percent of the respondents represented these positions, while 8 percent of the respondents were supervisors, consultants, or administrators, as shown in Table 4.

TABLE 4

CURRENT POSITION

Position	*Percent*
Teacher/instructor/ professor	92
Subject specialist/ consultant/supervisor	6
Administrator	2

Years in Position

Table 5 data shows that 75 percent of the respondents have had six years or more experience with approximately half of the respondents having held their positions for more that 10 years.

TABLE 5

YEARS IN POSITION

Years	*Percent*
Less than 3	10
3-5	15
6-10	30
11-15	21
16-20	11
More than 20	13

Grades/Levels or Responsibility

The findings and recommendations of the survey are based primarily on the views of teaching staffs in middle/junior high school and secondary school levels since 90 percent of the respondents taught at these levels. The remaining 10 percent of the respondents represented postsecondary levels, as shown in Table 6.

TABLE 6

GRADES/LEVELS OF RESPONSIBILITY

Grades/Levels	*Percent*
Preschool-6	0*
7-12	90
Postsecondary	10

**0 = less than 1 percent.*

Years in Education

According to Table 7, not only have the majority of respondents held their current positions for many years, they also have worked in the field of education for many years. Slightly over half have spent more than 10 years in education, while more that 80 percent have more than five years experience in education.

TABLE 7

YEARS IN EDUCATION

Years	*Percent*
Less than 3	5
3-5	13
6-10	30
11-15	22
16-20	14
More than 20	16

Highest Degree Held

As expected, all of the respondents held a minimum of a bachelor's degree. Almost two-thirds of the survey respondents have received advanced degrees—master's degree or higher, as reflected in Table 8.

TABLE 8

HIGHEST DEGREE HELD

Degree	*Percent*
No degree	0*
Associate degree	0
Bachelor's degree	36
Master's degree	58
Education specialist or professional diploma based on 6 years college study	4
Doctor's degree	2

**0 = less than 1 percent.*

Type of Community

Table 9 reveals that opinions about career education and business education in this survey came from members who teach primarily in suburban schools. More than 40 percent of the respondents represented this type of community, while close to 25 percent came from urban areas, almost 20 percent came from small towns, and 15 percent from rural areas.

TABLE 9

TYPE OF COMMUNITY

Type	*Percent*
Rural	15
Small town	19
Suburban	43
Urban	23

Type of school

Ninety-two percent of the respondents reported that they were employed in public schools, as reported in Table 10.

TABLE 10

TYPE OF SCHOOL

Type	*Percent*
Public	92
Private	8

Ethnic Background of Students

When asked about the ethnic background of their students, most of the business educators (88 percent) said that more than half of their students were white. About 10 percent reported more than half of their students were nonwhite. See Table 11.

TABLE 11

TEACHERS CLASSIFICATION OF STUDENTS ACCORDING TO ETHNIC BACKGROUND

Students Background	*Percentage of Respondents*		
	Teach less than 25 percent	*Teach between 25 and 50 percent*	*Teach more than 50 percent*
White	3	9	88
Black	75	18	7
Hispanic	93	6	1
Asian or Pacific Islands	99	1	0
American Indian or Alaskan Native	98	2	0

In summary, the typical respondent to the NBEA survey is a white, middle-aged woman who is teaching white senior high school students in a suburban public school system. She has held her position and has worked in the field of education roughly eight years and has attained a master's degree.

FINDINGS

The findings of the Career Education Survey of Professional Business Educators are presented according to the four major areas of inquiry:

- Career Education in the Schools
- Integration of Career Education into Business Education
- Attitudes Toward Career Education
- Needed Assistance.

For each area, some conclusions regarding NBEA and career education are offered, in addition to the major findings. Included in the margins are verbatim statements from the respondents as commentary to the survey results.

Career Education in the Schools

Do NBEA members teach in schools and school districts where career education programs exist? If so, how are these programs carried out?

About half of the NBEA members* teach in schools where there is an identifiable career education program (aside from any specific vocational/occupational training programs which may exist in those schools as well). Likewise, about half work in school districts where career education programs exist, as shown in Table 12.

"Our school does seem to have a stable career education program. I want to see all teachers using it in all subject areas for all types of students."

TABLE 12

EXISTENCE OF PROGRAMS

Location	*Percent*
School	48
School district	52

*Since survey respondents are assumed to represent all NBEA members, the respondents are frequently referred to as "NBEA members" in this report.

Taking into consideration that the respondents who reported career education in their schools may well be the same respondents who reported career education in their school districts or vice versa, it seems safe to conclude that at least one of every two members is working in a supportive career education environment. The steps NBEA takes, therefore, must be designed and carried out in full recognition that approximately 50 percent of its members need help in the further development or improvement of practices, while the other half needs help in getting career education off the ground.

"I am a coordinator of office education students who work in the community—the students receive wages and school credit. They receive in-classroom instruction geared specifically to their jobs. This program is accepted by the community and supported by the school district."

Where career education programs do exist in schools and districts, the data shows that several approaches may be used concurrently in carrying it out. The survey listed six alternative approaches. They are presented below in order of frequency of use as reported by the survey respondents (the percent to the right of each approach indicates that portion of respondents reporting it as a means for the delivery of career education in their settings).

TABLE 13

IMPLEMENTATION APPROACH

Approach	*Percent*
Work experience in the community	47
Guidance counselors	41
Existing curriculum	40
Separate courses or activities	38
Libraries and media centers	38
Career education specialist	27

"Our school system had a well-equipped career center, career units in the ninth and tenth grades English classes, and a nine-week course in exploring careers."

We can conclude from this data that career education programs are not new to about one-half of NBEA members and that the schools had and used a variety of implementation approaches. The fact that five of the six approaches were selected by a fairly consistent portion of the respondents shows that no one approach is dominant in the schools. Rather, NBEA members are most likely to be part of a career education program where alternative strategies are employed.

Integration of Career Education Into Business Education

How frequently do NBEA members integrate career education into their course work? Is it something they are willing to do, want to do, feel able to do? What problems exist which may prevent members from making their instruction even more career-relevant than it may be now?

The survey results revealed that business educators most often integrate career education information and concepts into their subject areas on a *weekly* basis: 42 percent of the respondents reported doing so. However, an impressive one-third indicated they do so on a *daily* basis. In total, 75 percent of the membership integrate career education into their instruction either on a daily or weekly basis. Only about one-fourth apparently pay little, if any, attention to career education. That is, they attend to it rarely, if ever, or on an infrequent, monthly basis.

"I thoroughly enjoy arranging for adult workers to come into my classroom—artists, writers, musicians, craftsmen—not only business and office workers. I use personnel directors to let students know that basic skills are important and a requirement for many careers."

TABLE 14

CURRENT PRACTICE

Practice	*Percent*				
	Daily	*Weekly*	*Monthly*	*Rarely, If Ever*	*Not Applicable*
Integrate in subject areas I teach, supervise, or administer	33	42	18	6	1
Integrate in extracurricular activities I teach, supervise, or administer	7	11	22	13	47

Career education concepts were integrated into courses more often than into extracurricular activities such as clubs, newspapers, etc., for which respondents were responsible. Since nearly half of the respondents (47 percent) checked "not applicable," they possibly do not view extracurricular activities as appropriate vehicles for implementing career education *or* they do not have responsibilities for extracurricular activities. Of the

"Business education is very close to career education—we integrate every day."

remaining respondents (53 percent), 40 percent reported they integrate career education into extracurricular activities at least on a monthly basis. Of course, many clubs such as FBLA, FSA, OEA, and others meet on a monthly basis.

While the data in Table 14 shows that business educators typically incorporate career-related information and concepts into their subject areas weekly, there is evidence to expect more frequent integration given the right circumstances. An impressive 95 percent of the survey respondents said they were very willing to integrate career education regularly into their subject area. The vast majority—80 percent—said that it would not be difficult at all to do so, as reflected in Tables 15 and 16.

"As a teacher of business education and a coordinator of cooperative office education, it has been a rewarding experience to integrate career education into all the courses I teach. Also, we are very fortunate to have supplementary instructional materials at our disposal in our school system."

TABLE 15

WILLINGNESS TO INTEGRATE

Degree	*Percent*
Very willing	95
Somewhat willing	3
Not willing at all	1

TABLE 16

DIFFICULTY TO INTEGRATE

Degree	*Percent*
Very difficult	1
Difficult	2
Somewhat difficult	14
Not difficult at all	80

Although the attitudes of members appear conducive to increasing the time spent on career education in the business education subject areas, a few problems were anticipated in doing so. Twelve actual or potential problems related to implementing career education were cited in the survey, and the respondents were asked to identify those with which they were most concerned.

As shown in Table 17, the respondents viewed not having enough instructional time to integrate career education into their subject areas as their primary problem—close to 60 percent of the respondents said so. Mentioned next in frequency were the lack of money

and the feeling that the integration of career education into business education is not a high priority in their schools, but these problems were cited by far fewer members—about one-third. Each of the other problems that might impede progress in this area were identified by less than 25 percent of the respondents. While some members found difficulty in using community resources, did not feel that their textbooks or curriculum guides were appropriate, or did not know of other instructional materials, very few saw lack of support from administrators, colleagues, or parents and the public as any significant impediment to making career applications in their subject areas.

"I know that career education is not taught as it should be. It should be integrated in each classroom regardless of the subjects taught. I do not believe that teachers and administrators realize how important career education is. I integrate it daily into my classroom and see positive results."

TABLE 17

MAJOR PROBLEMS

Problems	*Percent*
Not enough instructional time	58
Lack of money	34
Not of high priority in my school	30
Difficulty in using community resources	24
Not in the textbooks or curriculum guides I use	22
Little or no knowledge of available instructional materials	22
Disinterest of students	21
Insufficient understanding of career education	19
Lack of administrative support	17
Little, if any, support from colleagues	15
Lack of parental and public support	11
Few career applications appropriate to my subject area	2

"Lack of time to contact community and public to arrange support is a problem."

". . . need more preparation and time to keep up to date."

Thus, the survey results show that integrating career education into business education is not a new role for business educators; many are already doing so. For these

members, as well as those who are yet to be as active in this area, there is a positive attitude toward career education. There are some problems in making career education an even more prominent part of the business education curriculum, the most important of which is the apparent need to adjust schedules and/or modify curriculums so that career information and concepts do not require "more time" but, rather, are infused into the subject matter of business at appropriate points.

"Career and vocational education are both very important to preparing our students for effective employment whether directly out of high school, out of community college, out of a four-year college, or at any time"

"I feel that preparing ALL students for a job and giving them information about different jobs is one of my duties as a teacher, and I hope to see more of this attitude in the future."

"Career education is and should be the prime goal of education. By making it the major goal, all other areas of learning can be made to relate to the students' ability to earn a living."

Attitudes Toward Career Education

Do NBEA members believe that career education is an important goal of education in general? Do they have preferences about how it should be carried out? Is career education appropriate for all types of students, or should it be targeted for special populations? What are the important components of a good career education program? Who should support it?

Statements reflecting various views on each of these important issues were presented to the survey participants who were asked to what extent they agreed or disagreed with the stated positions.

A substantial majority of NBEA members held favorable views concerning their continued and increased participation in career education. That is, NBEA members regard career education as an important component of the entire educational system, think that it is appropriate for all subject areas across all grade levels, and see it as an important vehicle for meeting the instructional objectives for all types of students. (See Table 18 at the end of the section.)

Ninety-seven percent or more of the respondents *agree* with these statements:

- Education as preparation for work is one of the several goals of education.
- Schools should help students develop a realistic perception of their abilities, skills, and values in order to prepare them for realistic career choices.
- Career education is as important for handicapped students as it is for other students.
- Students should be taught the importance of both paid and unpaid work.
- Both liberal education and occupational education are important to the concept of career education.

- Use of community resources is essential to a comprehensive career education program.
- Career education should be available to all students in elementary, secondary, and postsecondary institutions.

More than 90 percent of the respondents *disagree* with these statements:

- College-bound students profit very little from career education.
- Career education is suited to a small portion of students, particularly those who do not go on to postsecondary schooling.
- Infusing career education into school subjects such as geometry, social studies, and foreign languages would negatively affect the quality of instruction in those areas.
- Career education is just another fad that will soon be forgotten.

"Career education should be included at EVERY educational level with special MINI-COURSES for those students who may be identified as early leavers from school."

"Career education is a must, I feel, for too many students are graduating from high school without knowing what they want to do in life. Many dropouts might finish high school if enough interesting career materials were available to them earlier in life."

In short, NBEA members overwhelmingly endorse career education as an important component of education and see it as an obligation or responsibility of the schools in meeting the instructional objectives for all types of students in all types of subject areas at all grade levels.

While the percentages were slightly less (70-80 percent) for the following points of view, they nevertheless reflect a commitment to career education which NBEA can fully capitalize upon in its development of services and materials. NBEA respondents believe that career education is the responsibility of all members of the teaching staff, that it should be incorporated into existing courses rather than presented in separate courses, that it is a mechanism for meeting objectives for students in the basic skills, and that students should be rewarded—in the form of school credit—for their work experiences in the community.

"I have a very positive feeling toward the value of career education. I feel our greatest problem is going to be that of convincing faculties in the 'academic' subjects of the value of career education being incorporated into their subjects."

Approximately one-third of the respondents believe that school-guided work experience should be included in every student's high school program. About half suggest that the primary goal of career education is to teach students specific entry-level vocational skills. Likewise, about half are ambivalent as to whether or not the schools should support career education programs with their own local budgets. Related to this viewpoint, about

"I believe every teacher should prepare students to face the world of work because nearly all of them end up with a job."

half feel that federal and state governments should pay the full cost of career education.

Overall, the attitudes toward career education expressed by the survey respondents were most positive, and NBEA can continue to carry on its activities in career education with the assurance that its constituency will endorse them. In other words, the membership is ready, willing, and positively inclined to further initiatives in career education.

"I am strongly in favor of any workshops, publications, programs which promote career education."

TABLE 18

ATTITUDES TOWARD CAREER EDUCATION

Attitude	*Percent*	
	Agree	*Disagree*
Education as preparation for work is one of the several goals of education.	100	
Schools should help students develop a realistic perception of their abilities, skills, and values in order to prepare them for realistic career choices.	99	
Career education is as important for handicapped students as it is for other students.	99	
Students should be taught the importance of both paid and unpaid work.	98	
College-bound students profit very little from career education.		98
Both liberal education and occupational education are important to the concept of career education.	97	
Use of community resources is essential for a comprehensive career education program.	97	
Career education is suited to a small portion of students, particularly those who do not go on to postsecondary schooling.		92

ATTITUDES TOWARD CAREER EDUCATION

Attitude	*Percent*	
	Agree	*Disagree*
Infusing career education into school subjects such as geometry, social studies, and foreign languages would negatively affect the quality of instruction in those areas.		90
Career education should be available to all students in elementary, secondary, and postsecondary institutions.	90	
Career education is just another fad that will soon be forgotten.		90
The present high school vocational courses teach students enough about the world of work.		88
Liberal education is incompatible with the goals of career education.		86
In all grades students should have the opportunity to explore the world of work and the skills necessary for various jobs	82	
Career concepts and information should be infused in every subject of the school curriculum.	80	
The school curriculum should teach students how to prepare for and use leisure time.	80	
High school students should receive school credit for work experience.	79	
Most community employers would help in a career program in the schools.	78	
There is not enough instructional time to integrate career education into the existing curriculum.		78
Guidance and counseling staff should carry the primary responsibility for career education.		78

ATTITUDES TOWARD CAREER EDUCATION

Attitude	*Percent*	
	Agree	*Disagree*
Separate courses on career education would be better than incorporating it into existing courses.		78
As a vehicle for basic instruction, career education can strenthen students' achievement in reading and mathematics.	74	
Career education should be taught primarily by special career education teachers rather than by regular teachers.		74
The quality of education would be raised by emphasis on careers and work.	71	
Career education helps students achieve the same goals as occupational education.		60
Federal and state governments should pay the full costs of career education.		54
The primary goal of career education is to teach students specific entry-level vocational skills.		50
Schools cannot financially support career education programs because of increasing budget constraints.		48
School-guided work experience should be included in every student's high school program.	38	

"I don't really want to burden the Association with the responsibility of putting material together. It certainly will add more expense, yet who else will provide the information?"

Needed Assistance

What roles can NBEA play in fostering career education among its members? Are there services and materials

it can provide to assist members in their regular integration of career education into business education? What do the members want, and whom do they turn to for help? These questions should be of primary interest to NBEA as it plans its future activities.

NBEA members want services and materials of all types in the area of career education and regard NBEA as a suitable agent for providing such services and materials. Of the 9 possible activities for which NBEA could be responsible, approximately two-thirds or more of the members want each and every form of assistance, as shown in Table 19.

"I believe the biggest help in incorporating career education into current subject areas would be a continued source of updated information, including job descriptions, market trends, and salaries."

Eighty percent or more believe that NBEA should provide:

- Professional literature, journal articles, and other documents focusing on career education
- Listings/references to career education instructional material
- Newsletters
- Lists of current literature and research on career education
- Teacher's handbooks on career education
- Monographs on the topic of career education
- Lists of exemplary career education programs and practices
- Evidence of the value and effectiveness of career education
- Guide for the use of community resources.

"Our country has provided much in the way of goals for career education. Most of our teachers, however, now need help with the 'how to' of implementing career education in the curriculum."

While these nine top-rated services tend to focus on written materials to assist teachers in understanding career education and in incorporating it into their existing curriculums, the next group of desired services were called for by fewer members and are slightly different in nature. These services (listed below) focus more on direct help and assistance for NBEA members in the form of in-service education, contact with other career educators and resource people, etc.

"We need more tools which describe local career possibilities."

"Material with immediate practical use is needed: not a lot of theory that ends up in a file."

Sixty to 80 percent believe that NBEA should provide:

- Clearinghouse of career education information
- List of resource people
- Federal and state legislative action and program planning in career education
- Tests and other measurement resources
- In-service education: local workshops
- In-service education: regional workshops

"Measurement or evaluation of student achievement."

- In-service education: state workshops
- Sponsored site visits to observe career education in other locations
- Supportive statements from significant groups
- National convention programs.

TABLE 19

SERVICES AND MATERIALS NBEA SHOULD PROVIDE

Services/Materials	*Percent*
Professional literature, journal articles, etc.	93
Identification of instructional materials	90
Newsletters	89
List of current literature and research	89
Teachers' handbooks	88
Monographs	86
Lists of exemplary career education programs and practices	83
Evidence of the value and effectiveness of career education	81
Guide for the use of community resources	80
Clearinghouse of career education information	79
List of resource people	77
Federal and state legislative action and program planning in career education	72
Test and other measurement resources	69
In-service education: local workshops	67
In-service education: regional workshops	67
In-service education: state workshops	65
Sponsored site visits to observe career education in other locations	63
Supportive statements from significant groups (e.g., professional associations, administrators, employers, parents, etc.)	63
National convention program	61

Pursuing further the needs of the membership for information on career education, the survey listed 15 different topics, as reflected in Table 20. More than two-thirds expressed the need for more information on available instructional materials (73 percent) and teaching techniques and practices (67 percent). The next most frequently mentioned topics—by roughly half of the respondents—were information on instructional objectives and information about careers related to their subject areas. In all four instances, it is clear that the membership wants information related to what and how they teach. That is, respondents indicated little interest in information about the background, purposes, and rationale for career education (20 percent or fewer respondents want more information in this area). Rather, they need to know what specific material, resources, and aids will help them in their classrooms. A moderate portion of the surveyed respondents (approximately 45 percent or so) said they could benefit from a better understanding of how to use community resources to

"As a teacher I do not have the time nor facilities to keep as well informed about possibilities for employment as I would like to. Frequent CURRENT job descriptions prepared by NBEA would be helpful."

TABLE 20

TOPICS ON WHICH MORE INFORMATION IS NEEDED

Topic	*Percent*
Available instructional materials	73
Teaching techniques and practices	67
Instructional objectives	56
Information about careers related to my subject area	52
Use of or collaboration with community resources	46
Material selection	46
Career education practices or efforts in other locations	46
Information about the world of work	44
Evidence of effectiveness	43
Overall concepts and goals	40
Career guidance	39
Job placement	39
Understanding my role in career education	28
Philosophy and rationale	20
Historical antecedents/background of the movement	13

reinforce their instruction and from additional information about the world of work, presumably for infusion into their curriculums. A similar number of respondents wanted help in selecting materials and learning more about career education in other locations.

The respondents reported that most of the current information they receive about career education comes from professional journals, magazines, and newsletters. All other possibilities—newspapers, radio, television, professional meetings, colleagues, in-service programs, etc.—were cited by fewer than one-third of the respondents. Table 21 reflects these findings.

TABLE 21

SOURCES OF INFORMATION ABOUT CAREER EDUCATION

Sources	*Percent*		
	Often	*Sometimes*	*Rarely, If Ever*
Professional journals, magazines, newsletters	78	21	1
Newspapers, radio, television	33	44	23
Professional meetings: state	32	46	22
Professional meetings: national	32	38	30
Professional meetings: local	22	34	31
Colleagues	22	41	37
School-sponsored in-service programs	11	33	56
School system publications	6	24	70

When asked who should provide the type of career education information they need, the respondents had two preferences: the vast majority want such information from their state education agency (74 percent) and NBEA (70 percent). The next most frequently mentioned source is the local school district—62 percent of the respondents point to this possible provider. Roughly half of the respondents believe that state associations or groups, regional service centers or intermediate educational institutions, or national associations or groups

(aside from NBEA) can help. In contrast, few (30 percent or less) believe that the kind of information they need about career education should come from federal agencies, colleges or universities, or private groups. These findings are summarized in Table 22.

"I believe it would be beneficial to educators if state education departments would meet in small regional areas with specific subject teachers to assimilate and discuss current issues, goals, and procedures. Lines of communication should be improved."

TABLE 22

DESIRED PROVIDER OF INFORMATION

Provider	*Percent*
State education agency	74
NBEA	70
Local school district	62
State association or group	52
Regional service center or intermediate educational institution	47
National association or group	45
Federal agency	30
College or university	29
Private group	23

In short, NBEA members want help in the form of services and materials to keep them up to date on the career education movement and, perhaps even more important, to help them integrate career education into their subject areas. These services and materials seem somewhat more important to the membership than in-service education and other forms of direct contact. Moreover, the kinds of information members want are closely related to the services they would like to see NBEA offer, primarily instructional materials, techniques, and practices. In line with viewing NBEA as a most suitable provider of assistance, it is noteworthy that the membership would also use their state education agencies and local school districts as appropriate providers for the kind of assistance called for. This allows sufficient opportunity for NBEA to develop collaborative relationships with state agencies and local school districts in order to efficiently deliver some of these top-valued services and materials.

RECOMMENDATIONS

The following recommendations are made in light of the fact that the data from the Career Education Survey of Professional Educators shows that NBEA members regard career education as a necessary and critical component of education, are receptive to expanding or initiating their role in providing career instruction, and want assistance from NBEA in carrying out this role. These recommendations are based further on the current and potential resources NBEA has that can be made available for career education purposes.

NBEA should:

1. Endorse federal, state, and local public action, legislative and otherwise, for improved and expanded resources for career education.
2. Collaborate with other national professional associations in efforts to support career education nationally as well as to exchange materials and approaches designed for the respective membership.
3. Devote some portion of *Business Education Forum* regularly to information about career education, such as current federal and state initiatives, exemplary programs, new instructional materials and products, evidence of the value of career education, and reviews of pertinent professional literature and current research.
4. Plan NBEA national conventions to include workshops and seminars on effective practices in career education together with displays of exemplary instructional materials.
5. Cooperate with the five regional NBEA convention planners and the convention planners in affiliated state associations to assist them in planning career education workshops, seminars, and displays for their annual meetings.
6. Keep NBEA affiliated associations informed about current actions of the Association in regard to career education and services available through the Association or other national associations; give the affiliated associations information they can share more effectively with their members through existing newsletters and magazines.
7. Announce the availability of the monograph on strategies for teaching about careers, the monograph on communication between professional business educators and the business community at large, and the handbook on exemplary practices in national, state, and local publications which reach business educators directly.

8. Establish a clearinghouse of information about career education, particularly as it relates to business education; include lists and descriptions of instructional materials—both print and audiovisual, research and evaluation studies, and tests and other measurement devices.
9. Develop collaborative efforts with state education agencies to offer training materials, tests, and technical assistance.

NBEA responds to career education needs. Results of the survey disclose that members see the National Business Education Association as a prime source of information and assistance in the implementation of career education. It should be noted that NBEA, through its continuing Committee on Career Education and through the present project, has initiated a number of activities designed to meet the needs identified by its membership. These activities include (1) articles in the FORUM intended to reflect both theory and practice of career education; (2) workshops, seminars, and materials displays incorporated at each regional meeting in 1979 and at the 1979 and 1980 national NBEA conventions; (3) four newsletters in 1979-80 to keep NBEA members informed about career education project activities; (4) two additional monographs (described in the Preface) published by and available through NBEA; (5) a handbook for teachers (also described in the Preface) available through NBEA; (6) an annotated bibliography included in the handbook for teachers; and (7) the presentation of numerous programs at local, state and regional professional meetings by members of the NBEA Task Force on Career Education and other business educators.

Appendix A

Questionnaire: Career Education Survey of Professional Educators

Form Approved
FEDAC No. S - 20
Approval Expires 11/79

CAREER EDUCATION SURVEY

of

PROFESSIONAL EDUCATORS

* * *

conducted for

NATIONAL BUSINESS EDUCATION ASSOCIATION

1906 Association Drive • Reston, Virginia 22091

conducted by

POLICY STUDIES IN EDUCATION

A Division of the Academy for Educational Development
680 Fifth Avenue • New York, New York 10019

"This study is authorized by law (Public Law 93-380) and is sponsored by the United States Office of Education. While you are not required to respond, your cooperation is needed to make results of this survey comprehensive, accurate, and timely."

- What are your views about career education?
- What information do you want about its purposes, practices and effects?
- What assistance do you need to make it a part of your professional role as a teacher, specialist, or administrator?

This survey addresses these questions to randomly-selected members of the following professional associations:

- American Alliance for Health, Physical Education and Recreation
- The Council for Exceptional Children
- National Art Education Association
- National Business Education Association
- National Council for the Social Studies
- National Council of Teachers of English
- National Science Teachers Association

These seven associations have worked together to prepare this questionnaire.

Some of you may know a great deal about career education. Others may have little, if any, knowledge about it. Please answer the questions below as best you can based upon your current understanding.

1. The statements below present varying views about career education Check the column which best describes your opinion about each statement.

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
a. Education as preparation for work is one of the several goals of education.					
b. Both liberal education and occupational education are important to the concept of career education.					
c. Schools should help students develop a realistic perception of their abilities, skills, and values in order to prepare them for realistic career choices.					
d. The primary goal of career education is to teach students specific entry-level vocational skills.					
e. Infusing career education into school subjects such as geometry, social studies, and foreign languages would negatively affect the quality of instruction in those areas.					
f. There is not enough instructional time to integrate career education into the existing curriculum.					
g. Guidance and counseling staff should carry the primary responsibility for career education.					
h. The school curriculum should teach students how to prepare for and use leisure time.					
i. School-guided work experience should be included in every student's high school program.					
j. Career education is suited to a small portion of students, particularly those who do not go on to postsecondary schooling.					
k. The quality of education would be raised by emphasis on careers and work.					
l. Federal and state governments should pay the full costs of career education.					

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
m. Liberal education is incompatible with the goals of career education.					
n. Use of community resources is essential for a comprehensive career education program.					
o. Career education helps students achieve the same goals as occupational education.					
p. Separate courses on career education would be better than incorporating it into existing courses.					
q. Career concepts and information should be infused in every subject of the school curriculum.					
r. The present high school vocational courses teach students enough about the world of work.					
s. In all grades students should have the opportunity to explore the world of work and the skills necessary for various jobs.					
t. High school students should receive school credit for work experience.					
u. As a vehicle for basic instruction, career education can strengthen students' achievement in reading and mathematics.					
v. Career education should be taught primarily by special career education teachers rather than by regular teachers.					
w. Career education should be available to all students in elementary, secondary, and postsecondary institutions.					
x. Career education is as important for handicapped students as it is for other students.					
y. Students should be taught the importance of both paid and unpaid work.					
z. Most community employers would help in a career program in the schools.					
aa. College-bound students profit very little from career education.					

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
bb. Schools cannot financially support career education programs because of increasing budget constraints.					
cc. Career education is just another fad that will soon be forgotten.					

2. How willing are you to integrate career education regularly into your subject area?

___ Very willing
___ Willing
___ Somewhat willing
___ Not willing at all
___ No opinion or not sure

3. How difficult is it for you to integrate career education into your subject area?

___ Very difficult
___ Difficult
___ Somewhat difficult
___ Not difficult at all
___ No opinion or not sure

4. What are the *major* problems for you in integrating career education into your subject area? (Check ALL that apply.)

___ Not enough instructional time
___ Little or no knowledge of available instructional materials
___ Not in the textbooks or curriculum guides I use
___ Lack of administrative support
___ Difficulty in using community resources
___ Little, if any, support from colleagues
___ Disinterest of students
___ Lack of money
___ Insufficient understanding of career education
___ Lack of parental and public support
___ Not of high priority in my school
___ Few career applications appropriate to my subject area
___ Other (Please specify.) _____

_____

5. How often do you integrate career education information and concepts into:

	Daily	Weekly	Monthly	Rarely, If Ever	Not Applicable
a. Subject areas you teach, supervise, or administer					
b. Extracurricular activities you teach, supervise, or administer (e.g., intramural sports, clubs, newspapers, etc.)					

6. Aside from specific workshop training you may have received, how often do you get information about career education from the following sources:

	Very Often	Fairly Often	Sometimes	Rarely, If Ever
a. Professional meetings:				
•Local				
•Regional				
•State				
•National				
b. Professional journals, magazines, newsletters				
c. Colleagues				
d. Newspapers, radio, television				
e. School-sponsored in-service programs				
f. School system publications				
g. Other (Please specify.) _____				

7. Is there an identifiable career education program in your: (Do not include specific vocational/occupational training programs.)

	Yes	No	Don't Know	Not Applicable
a. School				
b. School district				
c. College or university				

8. If there is an identifiable career education program, how is it carried out?

____ Separate courses or activities
____ Existing curriculum
____ Guidance counselors
____ Career education specialist
____ Libraries and media centers
____ Work experience in the community
____ Other (Please specify.) ____
_____
_____
____ Don't know

9. Which of the following services and materials related to career education should NBEA provide?

	Yes	No	Not Sure
a. In-service education:			
• Local workshops			
• Regional workshops			
• State workshops			
b. National convention programs			
c. Teachers' handbooks			
d. Monographs			
e. Newsletters			
f. Clearinghouse of career education information			

	Yes	No	Not Sure
g. Lists of exemplary career education programs and practices			
h. Identification of instructional materials			
i. Professional literature, journal articles, etc.			
j. Tests and other measurement resources			
k. Evidence of the value and effectiveness of career education			
l. List of resource people			
m. Guide for the use of community resources			
n. Sponsored site visits to observe career education in other locations			
o. Supportive statements from significant groups (e.g., professional associations, administrators, employers, parents, etc.)			
p. List of current literature and research			
q. Federal and state legislative action and program planning in career education			
r. Other (Please specify.) _____			

10. In regards to career education, on which of the following topics do you need more information? (Check ALL that apply.)

- ____ Philosophy and rationale
- ____ Historical antecedents/ background of the movement
- ____ Overall concepts and goals
- ____ Instructional objectives
- ____ Information about the world of work
- ____ Teaching techniques and practices
- ____ Career guidance
- ____ Job placement
- ____ Available instructional materials
- ____ Understanding your role in career education
- ____ Career education practices or efforts in other locations
- ____ Evidence of effectiveness

___ Use of or collaboration with community resources
___ Material selection
___ Information about careers related to my subject area
___ Other (Please list.)
_____

11. Who should provide this information? (Check ALL that apply.)

___ Local school district
___ Regional service center or intermediate educational institution
___ College or university
___ State education agency
___ Federal agency
___ State association or group
___ National association or group (e.g., AFT, National Alliance of Businessmen)
___ NBEA
___ Private group (e.g., publishing company, Junior Achievement
___ Other (Please specify.) ___
_____

PROFILE INFORMATION

The following items give us information on which to profile the respondents to the survey and match the respondents to the membership as a whole. We need your answers to each question.

12. Sex? ___ Male ___ Female

13. Age? ___ Under 21 ___ 21 - 30 ___ 31 - 45 ___ 46 - 55 ___ 56 and over

14. Description of yourself?

___ White
___ Black
___ Hispanic
___ Asian or Pacific Islander
___ American Indian or Alaskan Native

15. Current position?

___ Teacher/instructor/professor
___ Subject specialist/consultant/supervisor
___ Administrator
___ Other (Please specify.) _____
_____

16. Years in this position? (Include years in other locations/schools where you have worked and held this position.)

____ Less than 1 year
____ 1 - 2 years
____ 3 - 5 years
____ 6 - 10 years
____ 11 - 15 years
____ 16 - 20 years
____ More than 20 years

17. Grades/levels currently teaching, supervising or administering?

____ Elementary/secondary school (Circle all applicable grades.)
Preschool K 1 2 3 4 5 6 7 8 9 10 11 12
____ Junior/community college
____ Upper division college
____ Four-year college
____ Graduate or professional school

18. Years worked in education?

____ Less than 1 year
____ 1 - 2 years
____ 3 - 5 years
____ 6 - 10 years
____ 11 - 15 years
____ 16 - 20 years
____ More than 20 years

19. Highest degree you hold? (Check ONE.)

____ No degree
____ Associate degree
____ Bachelor's degree
____ Master's degree
____ Education specialist or professional diploma based on 6 years of college study
____ Doctor's degree

20. Type of community in which you work?

____ Rural (0-2,499)
____ Small town (2,500 - 9,999)
____ Suburban (10,000 - 99,999)
____ Urban (Over 100,000)

21. State in which you work? _____

22. Type of school system or institution in which you work?

____ Public
____ Private

23. Portion of your students in the following groups?

	Less Than 25 Percent	25 - 50 Percent	More Than 50 Percent
White	___	___	___
Black	___	___	___
Hispanic	___	___	___
Asian or Pacific Islander	___	___	___
American Indian or Native	___	___	___

END OF QUESTIONNAIRE

We welcome any additional comments you may have about the survey or about career education.

_____

_____

_____

_____

_____

_____

_____

_____

Thank you for your cooperation.